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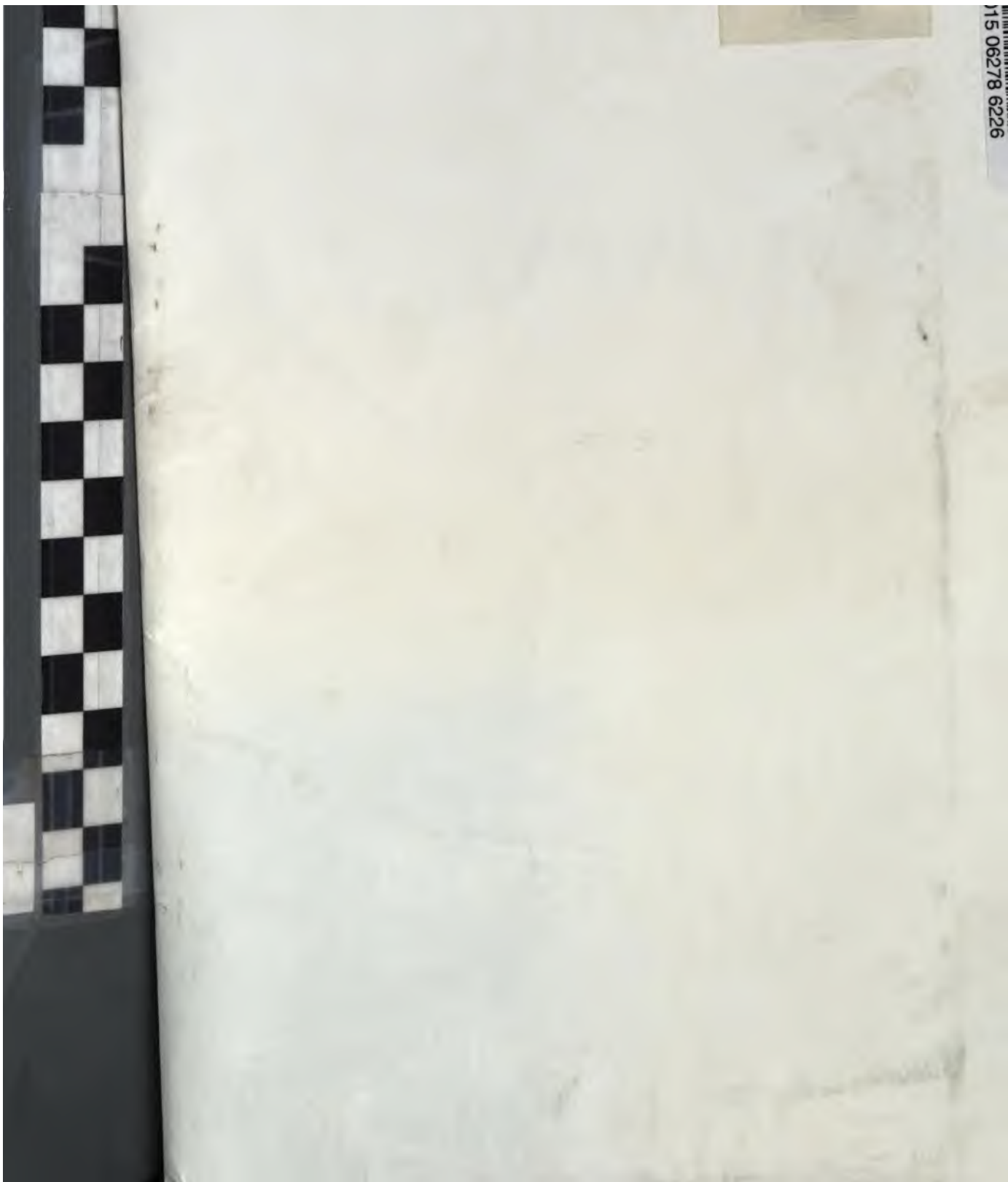
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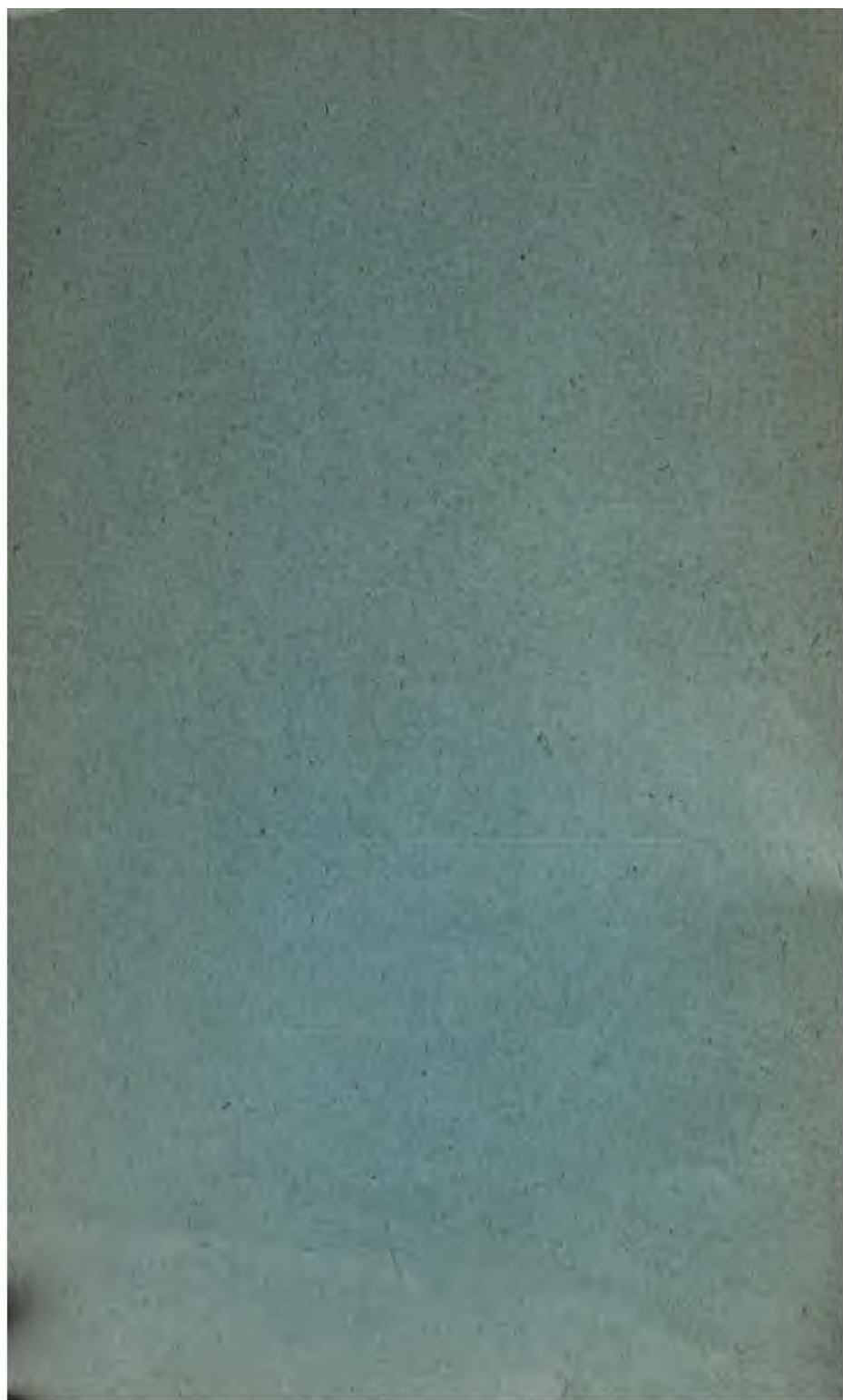
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ANNOUNCEMENT

OF THE

Williamston Public Schools

Organization, Course of Study, Rules and
Regulations,

FOR THE SCHOOL YEAR 1899-1900.

• • •

PUBLISHED BY

THE BOARD OF EDUCATION.

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E. S. Andrews & Co., Printers, Williamston, Michigan.

BOARD OF EDUCATION.

E. S. ANDREWS, PRESIDENT,	-	-	Term expires, 1901
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MEETINGS.

MEETINGS SUBJECT TO THE CALL OF THE
PRESIDENT OR SECRETARY.

TEACHERS FOR 1900-1901

HIGH SCHOOL

E. R. NETHERCOTT, B. S., B. Pd., SUPT.	-	SCIENCE
FRANCES MERRILL, PRIN.,	-	LANGUAGES, LITERATURE
HELEN HUNTER,	- - -	HISTORY, MATHEMATICS
MAME PLUNKETT,	- - - -	ASSISTANT

GRAMMAR DEPARTMENT

GEORGE BISHOP,	- - -	7th and 8th grades
Mrs. ROSE BEARDSLEY,	-	5th and 6th grades

PRIMARY DEPARTMENT

KATE HARVEY,	- - -	4th grade
MYRTA L. HALL,	- - -	2nd and 3rd grade
ELLEN M. HIGBEE,	-	Preparatory and 1st grade

TEACHERS' MEETINGS

PRELIMINARY.—Saturday before first Monday in September at Superintendent's office, at 2:00 p. m.

SPECIAL.—At call of the Superintendent.

CALENDAR FOR 1900-1901

1900

September 1,	-	-	Entrance Examination
September 3,	-	-	First Semester begins
November 29 and December 3,	-	-	Thanksgiving recess
December 21,	-	-	Holiday vacation begins

1901

January 2,	-	-	-	Exercises resumed
January 25,	-	-	-	First Semester closes
January 28,	-	-	-	Second Semester begins
February 22,	-	-	-	Washington's Birthday
March 22	-	-	-	Spring vacation begins
April 1,	-	-	-	Exercises resumed
June 16,	-	-	-	Baccalaureate Sermon
June 19,	-	-	-	Graduating Exercises
June 20,	-	-	-	Commencement
June 21,	-	-	-	Alumni Meeting

SCHOOL HOURS

A. M.		P. M.	
First bell,	8:25 to 8:30	First bell,	12:55 to 1:05
Second bell,	8:55 to 9:00	Second bell,	1:10 to 1:15
Recess primary,	10:00 to 10:08		
Recess, all grades,	10:30 to 10:40	Recess, all grades,	2:20 to 2:30
Session closes,	11:45	Session closes,	4:00

OFFICE HOURS.—

8:00 to 8:45 a. m.; 4:00 to 4:30 p. m.



WILLIAMSTON PUBLIC SCHOOLS.

ANNOUNCEMENT.

THIS new manual has been prepared in the hope of making the Williamston Public Schools still more useful in developing the youth of this community. The aim is to enrich the course of study and at the end of each year's training to furnish a complete whole, the result being to develop and round out character and train for patriotic and honorable citizenship. It is hoped that these new regulations may more closely unite the departments and bring the schools and homes into deeper and more effective sympathy.

The work of our public schools covers a period of 12 years. The first four years are called the primary grades; the second four the grammar grades, and the third four the high school.

Our course of study has been thoroughly revised and offers to the student a good practical education. Our courses are sufficiently diversified to meet the wants and needs of all and give to each a good foundation on which to build his college or university education.

While the school is maintained for the benefit of the inhabitants of Williamston whose children are here seeking education, yet it offers superior advantages to non-resident students. Never before has the equipment of the high school been so good. Among the advantages should be considered its excellent and growing library and the well stocked laboratories where work is done that could not be attempted in small high schools, while the price of tuition is low.

Graduates of Williamston High School are received on diploma without examination in nearly every college in the state, the State Normal school and the medical, law and dental departments of the U. of M.

Nonresident pupils are received in any of the departments.

ADMISSION OF PUPILS.

All pupils who are not permanent residents of Williamston will be admitted to the schools only upon the payment, in advance of the tuition required for that grade. (See Rules and Regulations of the Board of Education on another page for tuition charges) Pupils are received at the age of five years. Those who are beginning their school life will report to the Primary Teacher at the commencement of the fall and spring terms. All other pupils may enter at any time and will be assigned to the proper grades. Pupils entering from other graded schools should bring certificates of standing signed by their teacher and principal or superintendent of such schools. Pupils entering from district schools will be required to take an examination for the grade to which they wish to be assigned, unless they present diplomas from the County Commissioner. Pupils holding such diplomas are liable to reclassification if, in the judgment of the teachers in the high school, they are found incapable to carry the work of this department. The entrance examination will not be severe. Only such tests will be made by the superintendent as will enable him to decide intelligently of the fitness for a particular grade. Candidates for admission for the Fall term should present themselves on Friday and Saturday next preceding the opening of the schools, at 9:00 a. m.

PROMOTIONS.

No stated time will be fixed for a pupil to pursue any grade but when, in the judgment of his teacher and the Superintendent, he shall have satisfactorily completed that grade, he can be promoted to the grade next higher. The usual promotions will take place during the last week of the school year.

At the end of each school month all teachers will record the standings of the pupil's work in each separate branch of study. This estimate shall not be based upon any examinations given for that purpose but, upon the teacher's judgment, assisted by occasional written tests. At the close of each term a written review shall be conducted in all grades and for all pupils. This review to be upon the term's work and to consist of questions given by both the teacher in charge and the Superintendent. Any pupil who shall have been neither absent nor tardy and shall have attained a final average of 90 or above 90 during the term in any branch of study, shall be excused from examination in such study for that term.

Any pupil in the fifth, sixth or seventh grades who receives an average standing below 75 in three studies will not be promoted; any pupil in the eighth grade who receives an average standing below 70 in two essential studies shall not be promoted into the High School. In the Primary Department a pupil will not be permitted to go on with his grade if he has an average standing below 75. All doubtful cases shall be decided by the Superintendent in consultation with the teachers. In case the parent or guardian of a pupil, who has not been promoted is dissatisfied, a written final examination shall be given the pupil on Friday and Saturday next preceding the opening of the schools. Reports copied from the standing book of each grade, are sent to parents on Wednesday following the close of each school month. Parents or guardians are requested to carefully examine, sign and return these reports within three days. In special cases teachers will, either by writing or in person, call attention to the deficiencies of the pupil.

Parents are urged to consult with teachers from time to time regarding the progress and deportment of their children.

Rules and Regulations.

BOARD OF EDUCATION.

1. The Board of Education is elected by the people on the second Monday of July in each year.
2. The Board consists of a Moderator, Director, Assesor, and two Trustees.
3. The Board elects from its members, a President, Secretary and Treasurer.

THE SCHOOLS.

The year shall be divided into two semesters of twenty weeks each. The first beginning on the first Monday in Sept; The second on Monday of the 22nd. week after the first Monday in September.

5. The Public Schools of Williamston shall be classified as follows:
 - (a.) The Primary Department.....4 grades.
 - (b.) The Grammar Department.....4 grades.
 - (c.) The High School Department.....4 grades.

HOLIDAYS.

6. Thanksgiving Day and the following Friday, the holidays Feb. 22. May 30, and such other days as the Board of Education may direct, shall be regarded as holidays.

REQUIREMENTS FOR ADMISSION.

7. (a.) Residents:—All persons who are residents of the district and who are over five years old, not affected with any contagious disease nor coming from a family thus affected may attend the Public Schools.

(b.) Non-residents:—Persons who are not residents of the district, or who may have a temporary residence for the purpose of attending school, may be admitted upon payment of the following rates of tuition:

High School.....35 cents per week.
 Grammar Department.....25 cents per week.
 All other grades.....20 cents per week.

The term's tuition must be paid in advance to the Assessor of the district or to the Superintendent of Schools.

Non-residents paying taxes in the district, on presentation of the tax receipt to the Superintendent can have the amount of the school tax deducted from their tuition bills.

EXAMINATIONS.

8. Except in special cases, examinations for promotions shall take place at the close of the Second Semester.

9. The questions used at the examinations shall be uniform as far as practicable, for all classes of the same grade and shall be prepared by the Superintendent or such persons as he may designate, subject to his approval.

10. There shall be written and oral reviews at such times as the Board and Superintendent may direct.

11. Any person desiring to enter for the first time any department of the schools, must be examined by the Superintendent before he can be assigned the work of any grade except those entering the first grade.

12. A special examination shall be held in the High School room the last Friday and Saturday of August.

PROMOTIONS.

13. Should any pupil desire to skip a grade, or in the judgment of his or her teacher, be qualified to skip a grade, the same will be permitted to do so, upon giving to the Superintendent satisfactory evidence that he or she has mastered the work required in the grade which he or she desires to skip.

14. Whenever the scholarship of a pupil is poor by the means of idleness, inattention, irregular attendance or other causes, the teacher shall report such pupil to the Superintendent, and

if both Superintendent and teacher think best, such pupil shall be placed in a lower grade or dropped from a study.

15. When a pupil is permitted, at his or her own request, to go into a lower grade than the one to which he has been promoted, he can not return to the higher grade without being promoted the same as any other pupil of that grade, but this request will not be granted without the knowledge of the parent.

DUTIES OF THE SUPERINTENDENT.

16. The Superintendent shall have the immediate supervision of all public schools, school houses, books and apparatus.

17. He shall be charged with the execution of all rules and regulations adopted by the Board for the organization and government of the schools, and shall teach such portions of the time as may be determined by the Board.

18. He shall co-operate with the Committee on Teachers in ascertaining the character and qualifications of persons who apply for situation as teachers and shall endeavor to anticipate and provide for vacancies in due time, and shall report to the Board any neglect of duty or lack of ability which in his judgment renders any teacher unfit for his or her position.

19. In case of temporary indisposition or absence of any teacher, he shall, upon notification thereof, procure a proper substitute, and no teacher shall employ a substitute without his approval being first obtained.

20. He shall attend to cases of misconduct reported to him by teachers, and administer appropriate correction. In cases of extreme difficulty and importance he shall report the same to the Board.

21. All promotions from one grade to another shall be made by him, and he shall superintend all examinations for such promotions, and shall at other times, as often as practicable, visit the different rooms and ascertain the proficiency of the pupils and the success of the teachers.

22. He shall direct the teachers in the classification of their pupils, modes of instruction, administration of discipline, and introduction of such exercises as are necessary for the prosperity of their schools.

23. He shall make a monthly report to the Board compiled

from the monthly report from the teachers, stating the number of pupils in the different grades, the average number belonging, the average daily attendance, the number of non-resident pupils, and such other items of information as the Board of Education may require.

24. He shall collect for the Board of Education the tuition of non-resident pupils and turn same over to the Treasurer of the district during the first two weeks of each term of school.

25. He shall have the control of the janitor. The janitor shall perform such duties as he may require, subject to the approval of the Board of Education.

26. He shall keep, or cause to be kept, all necessary school records.

27. He shall have power at his discretion to suspend pupils from school and no such pupil shall be again received until reinstated by the Board at a regular special meeting.

NOTE:—Pupils shall not be expelled unless by action of the Board.

28. He shall appoint teachers' meetings for consultation as often as he may deem necessary.

29. He shall preserve at his office a complete list of all books, apparatus, clocks, thermometers, chairs, bells, maps, keys, etc., belonging to the schools, and shall require a full and satisfactory account from each teacher at the end of each year, of all various apparatus, books, etc., belonging to his or her department, and he shall not permit the use of any school building furniture or apparatus for other than educational purposes appertaining to the schools, without permission of the Board of Education.

DUTIES OF TEACHERS.

30. Recognizing the importance of good teachers to the welfare of the schools, the Board of Education passed the following resolutions:

Resolved: (a) That all teachers regularly hired for positions in the High School shall be graduates of the State University, State Normal School, or some other college of equal rank, or shall have such qualifications as the Board of Education shall deem equivalent to the above.

(b) That all Teachers below the high school shall hold second grade certificates, except as stated below.

(c) Teachers of the present corps shall be accepted on present qualifications.

(d) That graduates of the Williamston High School or other high schools of equal rank who hold certificates of the third grade may be appointed substitutes or cadet teachers. Cadet teachers will be required to give such attention to the theory and art of teaching as the Superintendent direct.

(e) That substitute teachers may teach one year as permanent teachers with a third grade certificate, but not longer.

31. The Board of Education reserves the right to dismiss any teacher at any time when, in its judgment, the interest of the school demands it.

32. The following rules shall be binding on all teachers of the public schools of Williamston:

(a) To become familiar with the general regulations of the schools, to co-operate with the Superintendent in their observance, and to devote themselves faithfully and, during school hours, exclusively to their school duties.

(b) To be present at all meetings appointed by the Superintendent.

(c) To see that the school rooms are properly ventilated, and heated, keeping the temperature ranging from 65 to 70 degrees.

(d) To prevent the use of the school as a means of advertising.

(e) To notify the Superintendent at the close of each week of pupils that have been absent two or more days of that week.

(f) To be present in their respective rooms at 8:30 a. m. and 12:55 p. m.

(g) To keep all records required by the Superintendent.

(h) To post in some conspicuous place a program of recitation and study.

(i) To carry out the suggestions of the Superintendent respecting methods of instruction.

(k) To co-operate with the Superintendent in securing order in the halls and on the school grounds.

- (l) To report all injuries done to school property and the name of the offender.
- (m) To keep the Superintendent informed in regard to the progress of their classes, and to endeavor to carry out the spirit and aim of the school course.
- (n) To report to the Superintendent all pupils who give evidence of ability to advance more rapidly than the class and to likewise report all who are not doing satisfactory work.
- (o) To use the utmost care to promote the health and comfort of their pupils, and especially to protect them from cold and exposure.
- (p) To observe such rules and regulations as may be adopted from time to time by the Board of Education or Superintendent.

DUTIES OF PUPILS.

33. Pupils are not expected to enter the school building before 8:30 a. m. and 12:55 p. m., except they are non-residents. Non-resident pupils are allowed the privilege of the Superintendent's office during cold weather upon their arrival till 8:30 a. m. at which time they shall pass to their respective rooms.

34. Pupils are expected to commence their attendance at the beginning of each term; to be regular and punctual in their attendance; to conform to all regulations of the school; to obey promptly all dictations of teachers; to be diligent in study and respectful to teachers; to refrain entirely from the use of profane and improper language.

35. By act No. 95, Public Acts of 1895, children of Williamston "between the ages of eight and fourteen years shall be required to attend school for a period at least four months in each school year. Such attendance shall be consecutive and each and every pupil between the ages specified shall have attended school the entire four months previous to the thirtieth day of June of each school year."

36. Upon entering school, pupils must enter such departments and pursue such studies as the Superintendent may direct, provide themselves immediately with the books and apparatus used by the class to which they have been appointed and sit in such seats as their teachers may assign them.

37. Any pupil who is habitually tardy or truant, or guilty of open insubordination, or who indulges in the use of profane or immoral language, or whose general conduct is injurious, may, at the discretion of the Superintendent be suspended.

38. Any pupil who shall injure or deface any of the school property shall immediately procure the necessary repair, or shall be assessed by the Superintendent a sufficient sum to cover the damage.

39. All pupils who fail to be in their rooms at the opening of either the forenoon or afternoon session of school shall be marked tardy, and two such tardy marks shall be deemed equivalent to one-half day's absence.

40. When a pupil has been absent from any session of school and does not, as early as his second attendance thereafter, bring a satisfactory excuse to his teacher, such pupil may be sent home for his excuse and may be excluded from the privilege of a seat in the school until each absence is excused.

Note:—Parents should co-operate thoroughly with the teachers in the matter of excuses. It is of highest importance to the child's education that he be taught punctual and regular habits.

41. Pupils absent from any regular examination and not excused shall not be allowed to go on with their class without the consent of the Superintendent.

42. Pupils shall not collect around the school house before the ringing of the first bell and shall not remain in their rooms or in and about the school house and grounds after dismissed except by permission of their teacher.

43. Pupils are expected to walk quietly and in single files through the halls, up and down stairs, and not to remain in the halls or stairways at any time when the school rooms are open. To make no loud noise in any part of the building at any time nor converse in the halls and stairways at any time, and not go, at any time, into rooms belonging to other departments, without permission.

44. Text books may be furnished by the Board of Education, at the public expense, (Mich. School Law, p. 23 § 43, Acts of 1895), for the use of children whose parents are unable to provide them. Such books shall be labelled as school property and the teacher shall enter their number and title in her report to the Superintendent.

45. In case the uncleanness of either person or dress unfits a pupil for the school, the teacher may apply Mich. School Law, p. 25 § 48, sixth paragraph.

46. In all cases of suspension or expulsion from school, the Superintendent will promptly inform the parent or guardian of such suspension or expulsion and the reason for it and in all cases of imminent suspension the parent will if possible receive notice of such impending suspension.

47. These and other special rules that may be announced from time to time by the Superintendent or teachers, must be carefully obeyed and any pupil who repeatedly violates them will not be allowed the privileges of the public schools.

DUTIES OF THE JANITORS.

43. It shall be the duty of the janitor to sweep, as often as may be necessary after school hours, all rooms, stairways, and piazzas in use by the school, to dust the black boards, chalk racks and school furniture daily, to wash the floors and windows of the buildings at least once each term, and such other wood work as may need it, to examine frequently the outbuildings, basements, side walks and fences, and keep the same in good condition, to have all rooms sufficiently warm for school purposes in all seasons, to keep in good condition and repairs, all school property, to open and close the buildings as directed by the Superintendent to keep all necessary paths leading to the buildings, to report to the Superintendent all pupils who, in his knowledge, have injured school property, to endeavor to assist each teacher as far as possible to consult with the Superintendent regarding the matter of his duties and to consider himself under the direction of the Superintendent in their performance. The Board claims the right to dismiss the janitor at any time.

COURSE OF STUDY

—WITH—

Suggestions to Teachers

PRIMARY DEPARTMENT.

PREPARATORY GRADE:

READING.

When pupils enter school at the age of five years, the first year's work will be with Kindergarten material and the Kindergarten principles should be quite extensively applied.

The principal object of the preparatory grade is to give the child pleasant and instructive employment, such employment as shall give him command of his faculties and open up the avenues of the future fields of instruction. Familiar conversation, conducted in language that the child can understand, is the means by which you learn the status of the child and by which he comes to understand you. Observation must be cultivated and the child induced to put information thus obtained into simple but intelligent stories.

The language with which they communicate their thoughts must be that simple speech which they have acquired at home. This language has come to them largely through the ear, but now it must take on new forms to them, the written and the printed forms.

F 2 W.P.C.

Encourage pupils to talk freely about objects and pictures to secure their attention, awaken thought and cultivate pleasant tones of voice and naturalness of expression.

Proper instruction in the sounds of letters will greatly add to the interest and enable the child to make out words entirely new to him. Use diacritical marks from the first to distinguish sounds.

In the early lessons the teacher depends almost absolutely on the use of the black board. Words and phrases later, easy sentences are created in the presence of the child, and as the new idea or thought flashes out in script it thrills the learner with its new revelation and becomes a source of renewed delight. For new words and sentences the chart and chart primers must be largely the guide. In less than a term the pupils should be able to use the chart readily. When the chart is taken up about the beginning of the second semester a change is made from script to print, but the similarity of script and print is so great that the child glides from one to the other without any unusual effort. Let the second semester be essentially used upon the chart and primer with additional supplementary reading.

Teach thought reading with clear tones and natural expression. The busy work with the alphabets should correspond to the reading lessons. What is done on the black board should be emphasized at the seats.

LANGUAGE.

During the preparatory year, the language work should be associated with the reading lessons and should be largely depended upon.

To teach a child to think about an object or picture presented to him and to correctly convey his thoughts to another in proper language, is the problem to be solved.

Story telling by the teacher and reproduction by the pupils give excellent drill in expression.

NUMBERS.

The first semester of the preparatory year no work should be done with numbers, except as objects are used.

Counting to ten with blocks or counters.

Recognizing groups of objects as two blocks, three blocks, etc., and very elementary combinations are all that should be attempted.

The second semester, counting and combinations can be continued with objects and figures, one to supplement the other.

The combinations in addition and subtraction should reach ten.

WRITING.

The first steps in writing should be the tracing of letters on the black board and on slates. As busy work, this may be continued at the seat.

When the letters are taken up let it be in the following order, calling attention to resemblances, i, u, n, m, o, a, c, e, r, s, t, d, l, h, f, k, g, w, p, k, j, k, x, q, z.

Teach the vertical system.

The teacher should see that none but long pencils are used and should teach the proper position of sitting and holding pencil.

PHYSIOLOGY.

Lessons on physiology are oral in this grade, and general.

The teacher gives lessons on the proper care of the body, neatness, cleanliness, how to care for his health, what is injurious to it, etc.

GENERAL LESSONS.

Politeness, salutation to superiors, neatness of desk and floor, kindness to others, truthfulness, etc.

The general lessons in manners and morals apply also to the first grade.

FIRST GRADE.

READING.

In the preparation of each lesson care should be taken that every new word is readily recognized at sight.

A preliminary drill should always precede every reading lesson proper, and words should be spelled by sound and by letter and should also be used in making sentences until every child understands their meaning.

Study the thought of every sentence and see that it is brought out by reading.

Supplement the reading with written work from the black board, using mainly words taken from the lesson.

Once a week at least practice sight reading.

FIRST SEMESTER.

Black board work in script, illustrating lessons. Carry forward the work of the preparatory grade.

Complete Werner's Primer.

Introduce as much supplementary work as possible.

SECOND SEMESTER.

Complete the Normal Reader. Complete the chart. Supplementary work.

SPELLING.

The spelling should be taken mostly from the reading lessons and should be mostly oral, by letter and by sound.

An occasional written lesson will be of advantage, especially during the latter part of the year.

Require each pupil to pronounce the word correctly before he attempts to spell it, and also to re-pronounce it after he has spelled.

In spelling proper names the word "Capital" should precede the mention of the first letter.

LANGUAGE.

The language lessons of the first grade should be made regular and systematic.

About ten minutes each day should be given to this work.

We should remember that these lessons are designed for development. Interest, enthusiasm and zest must enter as large factors in these lessons.

Short stories for reproduction aid in the work.

Action lessons, memorizing of selections should be introduced.

Every lesson in reading, numbers, etc., is a language lesson in which the teacher should see that improper forms of speech are corrected by a repetition of the proper form by the

pupil, but the teacher should remember that thought and free expression are the chief things to be secured in language, and criticism should never encroach upon them.

Liberty of expression first, criticism second.

Punctuation and capital letters should receive careful attention wherever their use is required.

NUMBERS.

Review the work of the preparatory year (the development of numbers to ten with objects, pictures and numbers.)

Follow the Spear method for relation and combination of numbers to 20, and combine, with this work, problems and questions of like advancement to develop thought.

Count with 2's, 5's and 10's to 100. Read and write numbers to 100.

$\frac{1}{2}$'s and $\frac{1}{4}$'s should be taught objectively and applied to numbers whose results are integers and numbers that the pupils can comprehend.

PHYSIOLOGY.

Physiology should be taught as prescribed in the preparatory grade.

WRITING.

Pupils of this grade should be taught to write all the small letters, in groups and in words, and should copy, from the board, sentences prepared by the teacher for that purpose, and also all the script of the chart and the sample of script in their reader.

Each pupil should be taught to write his name and the name of his school and teacher.

They should also be taught the use of capital letters as far as required for this purpose.

Let them also be taught that the first word of every sentence should commence with a capital and that a period should be placed at the close of a sentence.

Practice to fix these points.

Use lead pencils and paper. Use long pencils that are well pointed.

SECOND GRADE

READING.

Observe the direction for the preparation of reading given in the first grade.

The words at the head of the lesson should be taught so well that the class can pronounce them correctly and distinctly at sight, and spelling not only by letter but by sound should be continued.

The sounds must be carefully given for the purpose of distinct articulation.

These words should be put in sentences by the pupils as an impromptu oral drill in sentence making, and that the teacher may ascertain how thoroughly each pupil comprehends their meaning.

If the words are required to be written or printed in sentences by each pupil at his seat, it furnishes excellent busy work.

Concert exercises in reading are useful to secure enthusiasm and coach up the timid, but cannot be depended upon as the main part of the class drill in expression.

In these exercises avoid the concert drawl and cultivate natural tones of voice.

The chief thing in reading is to teach the thought and expression will take care of itself.

For the development of thought, question carefully and intelligently.

Require pupils to re-state the thought in their own language or re-tell the story.

The teacher should vary the expression, for criticism, by reading portions of the lesson correctly and incorrectly.

Practice pupils in substituting words of the same meaning for those used in the reading lessons.

Drill pupils on reading the paragraphs silently and giving the thought aloud.

Supplementary reading should not be as difficult as the regular reading of the grade.

The supplementary work is designed to cultivate ready reading at sight, and rapid comprehension of the thought.

Supplementary reading should be practiced at least once a week throughout the year, and if time permits, more frequently toward the close of the year.

The work for the first semester is, complete Normal Second Reader to page 120. Supplementary work.

The work for the second semester, complete the book. Review. Supplementary work.

SPELLING.

The directions for spelling given in the first grade are mainly applicable to this grade.

Select words from the reading and other lessons, especially from the language lessons.

Dictation exercises may be introduced to advantage, let sentences be used.

The meaning of words should be ascertained by requiring the pupil to put them in sentences.

For preparation, the words should be placed on the black-board, copied by the pupils and diacritically marked.

The words on the black-board may be used later for a drill in pronunciation and sentence making to determine the meaning.

Words diacritically marked on slates should be examined by the teacher to ascertain whether each pupil can mark the words correctly.

Spelling blanks should be introduced during this year.

WRITING.

During this year especial attention should be given to the proper position at the desk and the manner of holding the pencil.

Long pencils only should be used until ink and the pen and pen-holder are used.

The small letters and capitals should be reviewed.

To secure rapidity and familiarity with letters there should be considerable copying of written work from the black-board and sentences and paragraphs from the reader.

Give also dictation work.

Be sure that each pupil can write his name, street, town, county and state.

LANGUAGE.

Observation lessons should be continued as suggested in the first grade.

Description of objects and pictures as wholes and their parts, with their relations and their positions, forms the basis of original composition.

The observation of pictures should be extended so as to include actions and motives, thus cultivating imagination and judgment.

To vary the observation lessons, sentences may be formulated and written on the black-board by the teacher, and then erased and re-written by the pupils from memory.

Stories and memory selections may supplement the observation lessons. Action lessons will also give variety.

Near the close of the year, children should be taught to write simple letters to friends or their teacher, teaching them how to address a letter.

NUMBERS.

Review briefly the work of the first grade, and with the Spear method as a guide, the first semester develop numbers from 20 to 40, and combine with this number work, problems and questions to develop thought.

Add by tens.

The second semester pass over the combinations from 40 to 60, with like problems and questions as recommended for the first semester.

During the year, learn to read and write numbers to 1,000.

The Roman numerals should be taught so that pupils can give those that occur at the head of their reading lesson.

GENERAL LESSONS.

Respect for others, behavior on the street, in public places, self respect, right motives, personal habits and the mastery of self.

PHYSIOLOGY.

The physiology should be taught orally.

Enlarge upon the topics mentioned in the preparatory grade.

THIRD GRADE.

READING.

Observe the directions given for the second grade for prep-

aration of words except that the busy work may be varied.

The other directions given, in the second grade, for reading apply equally well to the third grade.

Supplementary reading should be given at least once a week and more frequently the latter part of the year.

The first semester's work is, Normal Third Reader from page 1 to 150.

Supplementary work.

The second semester's work is, complete the Reader.

Supplementary work.

LANGUAGE.

Follow the work laid out in Reed's Introductory Language work to page 138 during the year.

Teach punctuation and capital letters as far as their use is required.

Teacher should carefully examine all language work and hold pupils responsible for proper corrections.

Insist on neatness and good arrangement of papers and slate work.

Reproduction of stories read, in writing and orally by the pupil.

First semester, complete to page 91. Second semester, complete to page 138.

SPELLING.

Use spelling blanks and generally write the spelling lessons.

Spell orally twice a week.

Select words from the reading and language lessons, also names of common things, animals, fruits, etc. Give also dictation exercises suitable to the grade.

NUMBERS.

Review briefly the work of the second grade and follow the Spear method with some variations.

During the year teach the combinations from 60 to 100.

Write and read numbers to 10,000. Roman numerals in connection with reading lessons.

Teach addition by written work, columns of numbers larger than ten.

GENERAL LESSONS.

Lessons in manners and morals are incidental and are often suggested by some breach of etiquette.

FOURTH GRADE.

READING.

Observe the general directions given in preceding grades for the preparation of the reading lesson.

For sight reading use some *third reader* with which the pupils are not familiar.

Natural History or Geographical Readers are samples of the books in supplementary reading. Especial attention should be given to distinct articulation, and some consonants and combinations may require careful drill.

During the first semester complete to page 109, Normal Fourth Reader.

Supplementary.

During the second semester complete to page 181.

Supplementary.

SPELLING.

Carefully prepare the words connected with the reading lessons and add words in common use from the language lessons, geography and arithmetic.

Give also dictation exercises for the purpose of covering the vocabulary of the children in this grade.

Occasional lists of animals and birds may be added.

Use spelling blanks but practice oral spelling also, to secure correct spelling or pronunciation and accuracy in the sounds of letters.

Drill enough on the sounds to make sure that the pupils can give any sound in the English language correctly.

Commencing with Reed's Word Lessons, take 35 pages as follows:

The first semester from the 7th page to the 22nd page inclusive.

The second semester from the 22nd page to the 36th page, and review the book to the 36th page.

WRITING.

Develop the forearm or "muscular movement."

During the first two terms use practice paper, pens and ink.

The third term, use Maynard, Merrill & Co's. Book No. 3.

LANGUAGE.

Follow the general plan of work given in the directions for previous grades, guided by Reed's Introductory Language Book.

Complete the book. Let plants and animals be the basis for composition work.

Write abstracts of reading lessons; rules for capitals and punctuation; formation of plurals; letter writing.

During the first semester complete from page 138 to 208.

During the second semester complete to page 253, and review the principal topics of the year.

NUMBERS.

Review work of previous grades. Notation and numeration through three periods.

Application of addition and subtraction—proofs; multiplication—multiplier of two or more figures; long division—H. C. F., L. C. M.

During the first semester complete Hull's Elementary Arithmetic from page 5 to page 66.

During the second semester review and complete to page 97.

Geography, complete first half of. Rand McNally's Primary Geography.

POINTS TO TEACH.

In addition and subtraction secure accuracy and speed. Accuracy first, but speed! speed!

Allow no counting on fingers or any substitutes for mental vigor. Drill! drill!

Make thorough work of multiplication and division, and let no laggard escape a complete knowledge of the multiplication table.

This is the mile post that no one can pass without giving an account of himself personally.

Give examples enough to secure accuracy and rapidity.

The "oral" exercises must be worked mentally.

Allow no pencils to be used in the preparation of oral lessons.

Review the work of the preceding grade and enlarge upon same.

Teach the natural divisions of land and water, mountain chain system, plateau, table-land, high-land, valley, low plain, prairie, desert, oasis, ocean, lake, sea, gulf, bay, river, tributary system.

Teach North America as a whole, then the parts, physical condition, models of North America made by pupils in sand or with putty.

Teach in a general way.

During the last term teach Michigan.

Note the apparent motions of the sun, moon, and leading constellations.

Teach the elements of physical geography.

GENERAL LESSONS.

Personal habits, cleanliness, intemperance, reverence for age and sacred things; avoid profanity and vice; patriotism, obedience to law, nature, state, native country.

GRAMMAR DEPARTMENT.

FIFTH GRADE,

READING.

During the year, complete the Normal Fourth Reader.

Introduce much supplementary work.

Practice silent reading of a selection and then give selection reproduction.

The lessons of this grade, with proper directions, can be prepared by the pupils themselves.

When we assume that the pupil will prepare his own reading lesson, it is fair to presume that he is provided with a dictionary, and that the teacher has not only taught the correct use of it, but requires its constant use.

We as teachers often make the mistake of supplying information that the pupil should secure for himself from the dictionary, the encyclopedia, the gazetteer or the history.

These are fountains of information.

The meaning of words obtained by frequent use of the dictionary will greatly facilitate that clear comprehension of the thought which is the key to correct and natural expression.

Rhetorical pauses, inflections and emphasis may come in for a share of the pupils attention, not as guides to proper expression but as growing out of it or entering into its completeness.

The literary excellence of an author, together with the force and beauty of figures of speech, should not be overlooked by the teacher. Some preliminary drill, such as exercises in breathing, pitch, rate, etc., makes a very good opening for a reading lesson.

A few exercises in light gymnastics are helpful to expression.

Go over the lesson and pronounce with the pupils the words that will give drill in articulation.

The teacher pronounce the word, then the pupils in concert, then the pupils separately.

For the purpose of testing how thoroughly the pupils gather the thought from the printed page, they may be required to read paragraphs silently, being given a certain period of time, and then state the main facts with the book closed.

Occasionally, a short passage can be read in this manner and a written abstract required.

At stated times require selections, both prose and poetry, to be committed.

The reading exercise should be one of the most pleasant exercises during the day.

The love of reading should be cultivated and home reading should grow out of it.

The teacher who can secure the regular reading of good literature by pupils of this grade has placed their feet in the avenue that leads to a liberal education.

The class should use supplementary reading once a week, and the latter part of the year, more frequently.

Introducing American History forms part of the supplementary reading of this grade.

During the first semester complete Normal Fourth Reader from page 181 to 295.

During the second semester complete the book and have supplementary reading.

SPELLING.

The words that any individual uses in conversation and in writing are the words that he should aim to teach the pupils.

This may be done better by teaching from the reader, the language lesson, the geography and names of common things, than from the ordinary speller, although this grade is assigned from page 36 to 68 inclusive of Reed's Word Lessons, to be learned during the year.

In giving these lessons follow carefully the instruction of the speller.

As a general principal no pupil should try to spell a word of whose meaning he is ignorant.

In selecting words not given in the regular spelling lessons of the speller, avoid unusual words and very easy words, give

frequently, words that are in very common use but liable to be misspelled as which, separate, until, there, their, for, four, etc.

The spelling should be mainly written in this grade with an occasional oral drill.

With reference to subsequent use, the written work is unquestionably the most valuable.

The written work is still more valuable in the light of future usefulness when pupils are required to write sentences and paragraphs from dictation.

Divide words into syllables.

Teach the simplest Orthography allowed by authorities, as hight, program, Chile, etc.

The tendency now is to shorten such words as, though to tho, bought to bot, etc.

"Let us not be the first by which the new is tried, nor yet the last to cast the old aside."

WRITING.

Maynard, Merrill & Co. Vertical Writing No. 4.

Use practice paper, pen and ink during the first half of year. Use book during the second half.

A wider range of movements and a better perception of form is secured by the use of more complicated tracing and extended exercises.

LANGUAGE.

Follow the general plan of the fourth grade.

All compositions should be corrected by the teacher, the correction noted by the pupil and the production should then be copied in ink. Pupils in this grade should be encouraged to do some independent thinking; occasional efforts in fields of imagination might be encouraged.

Attention should be given to paragraphing, neatness and correct forms.

Memorizing gems of literature should be a part of the language work of this grade.

During the year, complete from page 9 to page 84, Reed & Kellogg's graded lessons in English.

Review constantly previous work.

ARITHMETIC.

Use Hull's Elementary Arithmetic.

Review the work of the preceding grade. Enlarge upon H. C. F. and L. C. M. Teach fractions.

Use much supplementary work. Thoroughness. Work. Drill! drill! Review constantly.

Draw examples of other arithmetics until the work is finished.

Make haste slowly. Be sure that each new subject is done and well done before taking up the next.

Require many oral exercises.

In reduction of compound fractions, multiplying fractions by integers, integers by fractions, and fractions by fractions, reduce them to one general form and apply the rule for multiplying one fraction by another; shorten the operation by cancellation.

In division also reduce the division of fractions by fractions to one form and apply the rule for dividing one fraction by another and shorten the operation by cancellation. Review! Review!

During the first semester, review previous work and complete reduction of fractions.

During the second semester complete fractions. Review the year's work.

GEOGRAPHY.

Complete and review Rand McNally's Primary Geography.

Map drawing should be taught.

Teach the subjects as whole and then the parts.

New World studies—North America and its political divisions in general; United States entire—eastern and middle sections in detail.

Map drawing—North America, United States as a whole, and sections as studied.

GENERAL LESSONS.

See Fourth Grade.

SIXTH GRADE:

READING.

For suggestions for teaching this subject, see directions to fifth grade.

Give more attention to expression, memorizing, declamation, concert exercises and voice culture, with a thorough review of the elementary sounds.

For supplementary reading, see Hazen's Fourth Reader. Use supplementary for sight reading and rapid development of thought.

During the year, complete one-half of the Normal Fifth Reader and one book chosen from the Riverside series, published by Houghton, Mifflin & Co.

In selecting this last, consult the teacher of the fifth grade so that the line of work of the sixth grade will not be a repetition of the fifth grade.

During the first semester complete from page 17 to 208.

During the second semester complete from page 208 to 268, and use supplementary.

SPELLING.

Follow the directions given for the fifth grade. Give special attention to spelling geographical names, lists of common words, and for dictation work use misspelled words taken from the composition work in geography, reading, etc.

Complete from page 69 to page 96 inclusive following the preparation of the spelling as given in the speller. (Reed's Word Lessons.)

WRITING.

Complete Maynard, Merrill & Co's. Vertical Writing No. 5.

The work of this grade is a continuation of the work of the fifth grade with more sentence and speed exercises introduced.

LANGUAGE.

For preparation of the language work, follow the general directions of the fifth grade, and the principles laid down for previous grades.

The pupil, by this time, should be able to paragraph his composition quite independently, punctuate with some facility, and make an appropriate use of the capital letters in distinguishing proper names and titles of honor or respect, such as Mr., Mrs., Dr., Hon., etc.

Complete Reed & Kellogg's Graded Lessons.

ARITHMETIC.

Complete Hull's Elementary Arithmetic.

See suggestions to fifth grade.

Require the pupil to perform all the oral exercises mentally.

In these solutions no use of pencil should be allowed.

Require the written work to be performed and explained so that it is evident that the pupil understands the reason for each step in the process.

Introduce enough supplementary work to establish each topic in the child's mind before a new one is taken up.

Work U. S. money as a part of decimals. Master the subjects of U. S. money and decimals. During the year give problems that involve common fractions.

Draw examples from Sheldon's Problem Book.

During the first semester complete from page 127 to 166 in Hull's Elementary Arithmetic.

During the second semester complete from page 166 to page 182 and review.

GEOGRAPHY.

Complete half of Butler's One Book Course in Geography.

Teach the Geography as the geography of the earth is made.

The general questions on the maps, the teacher should go over carefully with the class

Draw all maps while studying them.

SEVENTH GRADE.

READING.

Instruction for teaching reading has been given in the fifth and sixth grades, which will apply equally well in this grade.

Selections may be made by individual pupils in turn and read before the class.

These should always be approved by the teacher and generally rehearsed.

Complete the Normal Fifth Reader during the year. Select from the Riverside Series, published by Houghton, Mifflin & Co. some book to be read during the year.

SPELLING.

Pupils should be held responsible for their spelling in all

written work, and new words in their studies as they use them.

The reading and the geography lessons should not be neglected. The occasional writing of sentences and paragraphs is an excellent drill in spelling.

During the first semester complete from page 96 to page 113, Reed's Word Lessons.

During the second semester complete from page 113 to page 124, and review of year's work.

WRITING.

Use Maynard, Merrill & Co's. Vertical Writing No. 6.

Neatness and careful work should be insisted upon.

During the first semester use practice paper.

During the second, use book.

LANGUAGE.

Complete to page 105, Reed & Kellogg's Higher Lessons in English. The language work in this grade should be largely connected with grammar, and while not as many essays in Language will be required, more care should be taken to correct inaccurate and inelegant expressions.

Reed & Kellogg's Higher Lessons in English will be in the hands of the pupils, but the corresponding supplementary work selected by the teacher should be equally valuable.

Technical grammar should not be allowed to absorb or take precedence of practical language work.

Analysis precedes the diagram.

Do not allow the diagram to take the place of analysis.

It may present to the eye what is in the mind, but do not allow the skeleton to absorb the thought that is hung upon it.

In grammar and language work care should be taken in the proper use of capitals and punctuation marks.

As a part of the regular work of this grade, each pupil should prepare three written essays (original) and read same before the school during the year.

During the first semester complete from page 15 to page 72.

During the second semester complete from page 72 to page 105 and review the year's work.

ARITHMETIC.

Finish Hull's Complete Arithmetic from page 7 to page 154.
The work is mainly written, but oral problems should be worked without pencil.

Do much supplementary work. •

Exact from the pupils their best work.

Accuracy, form, and general arrangement should be insisted upon.

Give frequent reviews. Master each subject before the next is taken up. Work! Work!

During the first semester complete from page 7 to page 99.

During the second semester complete from page 99 to page 154.

Review the year's work.

GEOGRAPHY.

Review Butler's One Book Course in Geography during the year.

Teach Michigan during the year.

Treat Michigan geographically and historically.

Review the geography by means of topics furnished by the Superintendent.

Frequent written tests to be conducted.

During the first semester complete the book.

During the second semester review the book.

EIGHTH GRADE.

READING.

The reading of this grade is supplementary and selected from Standard American authors.

As a basis, use American Masterpieces.

There are also, added gems for memorizing, and individual selections made by approval of the teacher.

Choose three selections to be committed during each semester.

Select for this work both prose and poetry. Reviews, abstracts and criticisms to be written during the entire year.

UNITED STATES HISTORY.

Use Thomas.' Complete from page 1 to page 276.

Read the Civil War if time admits.

Teach by topics. Hold the class responsible for the text and as much reference work as possible.

Let the reading be guided by history.

Teach geography in connection.

Written reviews on subjects to be frequently given. Be thorough.

Let the knowledge be definite. Teach patriotism. Train the historical imagination, develop the historical sense.

At present there is a popular demand for the teaching of general history at this point.

The usual practice is to take up general history and then treat the special history of America.

Very few pupils at this age have sufficiently developed historical sense to follow intelligently the fortunes of several nations side by side, now studying the separate history of each country independently, then passing to the complicated international relations which make up the current of modern history.

In antiquity there was but one empire at a time. General history is, therefore, the separate histories of Egypt, Assyria, Persia, etc.

In modern times these separate histories are taken up contemporaneously. There is no one thread to follow but a multitude of threads to be woven into a connected whole. General history in the mind of the writer cannot be taken up until first the historical imagination is trained and the historical sense has been developed by instruction in national history.

Teach bits of general history that have influenced U. S. history.

Emphasize English and French history.

What does the American boy really need, who has but one year of history before he goes out into the world to become a citizen? Shall we not admit that, while the Plantagenets are of more importance to him than the Hohenstaufen, and Oliver Cromwell than Gustavus Adolphus, the events and personages of the last hundred years are of more importance to him than either.

Make U. S. history the basis. Bring in enough of general to develop the idea of the birth of this country that was destined to become a separate nation and lead the mighty procession in the mighty march of progress.

During the first semester complete from page 1 to page 171, (Revolution).

During the second semester complete from page 171 to 276, and review the year's work.

SPELLING.

The directions given the fifth and seventh grades should be mainly followed in this grade.

Let the teacher also have on hand for drill, carefully prepared lists of words that are frequently misspelled.

As fast as the child's vocabulary increases, so fast should he learn to spell.

Select words from their regular work.

During the first semester complete from page 124 to 141.

During the second semester complete from page 141 to 153, and review the year's work.

WRITING.

Teach business forms. Select from prominent firms, these forms. During the year the pupils should write business letters, accounts, make out bills, invoice all kinds of commercial paper, neatness, form, accuracy. Develop so far as possible the characteristic hand of each pupil.

Do not allow pupils to change from one style to another at their own caprice.

LANGUAGE

Complete Reed & Kellogg's Higher Lessons in English. (Revised Edition.)

Directions for this work have been given in the seventh grade.

Parse; analyze; use diagrams.

During the first semester complete from page 105 to 133.

Second semester, page 133 to 149, and review the year's work.

Rhetorical exercises as in the seventh grade.

ARITHMETIC.

Complete Hull's Arithmetic to Involution and Evolution from page 124 to page 240.

Teach by topics. Master the subjects as the class proceeds.
Give abundant practice with problems. Much supplementary work.

Other suggestions see seventh grade.

During the first semester complete from page 124 to 189.

During the second semester complete from page 189 to 240,
and review the year's work.

Music and drawing shall be taught in all the grades.

SUGGESTED READING.

Along with the general work of each grade, a certain amount of reading is not only desirable but almost imperative.

The following course of reading is suggestive along the lines followed in our present course of study:

FIRST GRADE

Fables and Folk Stories.

Home and Fairy Tales.

Mopsa, the Fairy.

Jimmy Johns.

When I was a Little Girl.

Kindergarten Stories and Morning Talks.

Letters from a Cat.

Adventures of a Brownie.

Wonder Stories.

SECOND GRADE

Child Life in Many Lands.

Little Folks of Other Lands.

Seven Little Sisters.

Grimm's Fairy Tales.

King of the Golden River.

Baby Bell.

Five Little Peppers and How They Grew.

Aunt Martha's Corner Cupboard.

Little Lucy's Wonderful Globe.

Stories Mother Nature Told Her Children.

Buzz.

THIRD AND FOURTH GRADES

Each and All.
Heroes of the Greek Fairy Tales.
History of the U. S. in Words of one Syllable.
 " " England " " "
Children of All Nations.
Zigzag Journeys, India.
 " " Levant.
 " " Northern Lands.
 " " Occident.
 " " Orient.
Little Lord Fauntleroy.
Little Lane Prince.
The Bird's Christmas Carol.
Swiss Family Robinson.
Captain January.
Sweet William.
Scudder's Book of Fables.
A Dog of Flanders.
Garden of Poems.
Water Babies.
Seaside and Wayside, Volumes I, II, and III.
Little Talks on Plants.
Little People and Their Homes.
Picture Stories of Animals.
Madam How and Lady Why.

FIFTH GRADE

Black Beauty.
Geographical Reader.
Stories of American History.
Robinson Crusoe.
Boston Tea Party.
Others chosen from the Fourth Grade.

SIXTH GRADE

Little Men.
Little Women.
Arabian Nights.
First Book of American History.

In the Boyhood of Lincoln.
 George Washington,
 Geographical Reader, Vol. III.

SEVENTH GRADE

History of U. S. and its People.
 Stories of the Civil War.
 Life of Ceasar.
 Old Times in the Colonies.
 Boys of '76.
 Geographical Reader, Vol. IV.
 Hans Brinker.
 Fairy Land of Science.
 Grandfathers's Chair. (Hawthorne)

EIGHTH GRADE

War of Independence. (Fiske)
 Franklin's Autobiography.
 Ballou's Footprints of Travel.
 Tom Brown at Rugby.
 Child's History of England.
 American Citizen. (Dole)
 Building of the Nation.
 Drumbeat of the Nation.
 Boots and Saddles.
 Greek Heroes.

Text Books For Primary and Grammar Grades.

Reading.....Normal, American Masterpieces, Selected.
 SpellingReed's Word Lessons.
 Language.....Reed and Kellogg.
 GeographyButler's One Book Course.
 U. S. History.... ..Thomas.
 Arithmetic.....Hull.
 Drawing.....White.
 PenmanshipMaynard, Merrill & Co. ' Vertical.
 Music.....Normal.
 Physiology.....Smiths.

The following books as helps will be furnished by the Board of Education.

Montgomery's Beginner's American History.

Robinson Crusoe.

Johonnot's Grandfather's Stories.

“ **Book of Cats and Dogs**

“ **Friends in Feathers and Furs.**

“ **Neighbors with Wings and Fins.**

“ **Stories of Heroic Deeds.**

“ “ **Our Country.**

“ “ **Olden Times.**

“ “ **Other Lands.**

“ **Ten Great Events of History.**

Bert's Primer of Scientific Knowledge.

Johonnot's Curious Flyers, Creepers and Swimmers.

“ **Neighbors with Claws and Hoofs.**

“ **Glimpses of the Animate World.**

High School Department.

ORGANIZATION

The High School is organized in three courses of study, viz: Latin, Scientific, and English.

All of these courses prepare pupils for admission to the Normal Schools of Michigan, upon recommendation of the Superintendent.

Graduates of these courses are admitted to the Normal Schools and Colleges without examinations.

ADMISSION AND CLASSIFICATION

All pupils who complete the work of the eighth grade will be admitted without examination.

Pupils who have finished the course of instruction arranged for the district schools by the State, or can present a County Certificate of any grade, will be admitted without examination, upon the presentation of their diplomas.

All other candidates for admission must be prepared to take an examination in U. S. History to the Civil War, Arithmetic through percentage, Grammar through the compound sentence, Geography, Reading and Spelling. This examination will not be rigid, but will be given to determine the proper classification of the applicant.

Applicants should bring with them standings representing the work performed in the schools from which they come.

Since the courses in the High School are largely one-year courses, pupils should enter at the beginning of the school year.

Pupils who do not intend to graduate may, if their parents or guardians request it, select special studies.

These special studies will be granted only when the pupil's former work warrants the privilege.

Irregular pupils are classified in the grade in which the major portion of their work belongs: but candidates for graduation must have completed three-fourths of the work of a grade before they are enrolled in the next grade.

TUITION

The charge for tuition is \$1.40 per month, payable in advance. No deduction is made for absence except in cases of protracted sickness.

RECORD OF SCHOLARSHIP

It shall be the duty of each teacher to record weekly the scholarship of the pupils in each class.

There shall also be a written test sometime during the month. This written work will extend over only the time of the regular recitation period.

At the end of each month the teacher will make up the standing for the pupil, taking into consideration the weekly records, the written tests, neatness and accuracy of work.

Standings are sent to the parents on Wednesday following the close of each school month.

Pupils who have an average standing of 90 or higher are excused from final examination, provided they have been regular in attendance.

Course of Study.

LATIN.	SCIENTIFIC.	ENGLISH.
.....Grade IX—First Half.....		
Latin, U. S. Hist.	Latin, U. S. Hist.	Arith., U. S. Hist.
Eng. Gram., Arith.	Eng. Gram., Arith.	Eng. Gram., P.Geo.
.....Second Half.....		
Latin, U. S. Hist.	Latin, U. S. Hist.	B'k Keep'g, U. S. H.
Eng. Gram., Algebra	Eng. Gram., Algebra	Eng. Gram., Alg'ba
.....Grade X—First Half.....		
Latin, Eng. Hist.	Latin, Eng. Hist.	Rhetoric, Eng. Hist.
Arith. Rhetoric,	Arith. Rhetoric.	Physiology, Arith.
.....Second Half.....		
Latin, Eng. Hist.	Latin, Eng. Hist.	Reading Eng. Hist.
Algebra, Botany.	Algebra, Botany.	Drawi'g Algebra, Botany.
.....Grade XI—First Half.....		
Latin, Civics,	German, Civics,	Geology, Civics.
Physics, German.	Physics, Arith.,	Physics, Arith.
.....Second Half.....		
Latin, Eng. Lit.	German, Eng. Lit.	Geo., Eng. Lit.
Physics, German.	Physics, Algebra.	Physics, Algebra.
.....Grade XII—First Half.....		
Latin, Gen. Hist.	German, Gen. Hist.	Shakesp're, Gen. H.
Geom., German,	Geom., Chemistry.	Geom., Chemistry.
.....Second Half.....		
Latin, Gen. Hist.	German, Gen. H.	Review {Arithmet'c Algebra, General History.
Geom., German,	Geom., Chemistry.	Geom., Chemistry,

DESCRIPTION OF COURSES OF STUDY.

TENTH GRADE.

LANGUAGE.

German—Joynes-Meissner's German Grammar. Part 1 to p. 185, Joyne's German Reader; Storm's Immensee or Andersen's Bilderbuchohne Bilder; Novelletten Bibliothek.

Drill in pronounciation and writing German sentences. Memorizing colloquial sentences and poems. Conversation topics.

ELEVENTH GRADE.

Joynes-Meissner's German Grammar, page 251, 311; Stein's German Exercises; Schiller's Wilhelm Tell or Jungfran von Orleans; Fonque's Undine or Auerbach's Briggitta; Freitag's Journalisten; Hoethe's Herman and Dorothea; Freitag's Aus dem Staate Friedrich's des Grossen or Hoffman's Historische Evzaehlungen. Practice in German conversation.

TWELFTH GRADE:

Review Grammar; prose composition; Lessing's Minna Von Barnhelm; Goethe's Dichtung and Wahrheit I to IV; Lessing's Nathander Weise; Freitag's Soll and Haben.

Practice in conversation. Collateral readings concerning important topics in history and literature.

NINTH GRADE.

LATIN.

Jones First Lessons. Allen and Grenough Grammar. Rolfe's Viri Romae.

TENTH GRADE.

Caesar's Commentaries, Books I to IV; Daniel's Prose Composition.

Study of topics pertaining to the life and times of Caesar. Study of Caesar's literary style.

ELEVENTH GRADE.

Cicero's Orations. Complete seven Orations.
Roman history and biography of Cicero.
Cicero's literary style compared with that of Caesar.
Sight reading.

TWELFTH GRADE:

Harper and Miller's Vergil's *Æneid* and *Bucolics*.
Complete six books of *Æneid* and *Eclogues*.
Mythology.
Ancient Geography.
Scansion.

NINTH GRADE:**ENGLISH GRAMMAR.**

Complete Reed and Kellogg's Higher.
Analyze some classic.

READING AND SPELLING.

A study of the most important writings of Longfellow, Whittier, Holmes and Irving.

An amount of time equivalent to one-fourth of the whole course will be devoted to composition work.

While the work will be largely description and narration, it is expected that the literature read will form a basis for a part of this work.

ORTHOGRAPHY, ORTHOEPEY, PHONOLOGY AND ETYMOLOGY.

Salisbury's Phonology and Orthoepey will be used by the pupils.

Constant reference to International Dictionary for derivations and meanings.

TENTH GRADE:**COMPOSITION AND RHETORIC.**

Subjects in narration, description and argument.

ELEVENTH GRADE:

Painter's English Literature.

This course begins with a study of Chaucer's Prologue and The Knight's Tale and continues down through the 16, 17, 18 and the first half of the 19th century.

This work will include a study of the most important periods of English literature and the leading authors together with their chief writings, omitting Shakespeare.

The authors of the nineteenth century to be studied are Wordsworth, Coleridge, Southey, Byron, Shelby, Jane Austin, Moore, Macauley, Scott, Campbell.

An amount of time equivalent to one-fifth of the course will be devoted to composition.

Subjects for composition should be largely in argument, exposition and persuasion.

Reviews and reports will also be included in the work in composition.

TWELFTH GRADE:

The first 16 weeks will be devoted to the study of Shakespeare.

After that the authors of the nineteenth century (both English and American) will be studied.

About one-third of this course will be devoted to composition

MATHEMATICS.

NINTH GRADE:

ARITHMETIC.

Finish Hull's Complete Arithmetic from page 172 and review the entire book,

Supplementary work taken from other arithmetics in connection with above work.

BOOK KEEPING.

Complete Ellis' Intermediate Tablet Method.

Business forms given special attention.

ALGEBRA.

Complete Milne's Algebra to quadratics.

TENTH GRADE:**ARITHMETIC.**

Complete New Franklin Arithmetic.

ALGEBRA.

Complete Milne's Algebra and review.

Supplementary work taken in connection with the above work.

DRAWING.—Mathematical and Map.

ELEVENTH GRADE:**ARITHMETIC.**

Review Franklin's Arithmetic during the first semester.
Mental Arithmetic from Bailey's Mental Arithmetic.

ALGEBRA.

Complete the text book used in the eleventh grade and review the entire book.

TWELFTH GRADE:**ALGEBRA.**

Wentworth's Higher. Complete the book.

GEOMETRY.

Wentworth's Plane Solid. Complete the book.

All original demonstrations carefully preserved in note book.

Trigonometry may be substituted for Higher Algebra if a class of five desires it.

SCIENCES.

NINTH GRADE:**PHYSICAL GEOGRAPHY.**

Warren's Physical Geography completed.

TENTH GRADE:**BOTANY.**

Bergen's Botany will be used during the winter.
Plant analysis in the spring.

During the winter semester Physiological Botany will be studied.

During the spring semester systematic botany will be studied.

Drawing will form a large part of the required work during the year.

Fifty specimens, analyzed and mounted, will be required.

PHYSIOLOGY.

Martin's Human Body. Physiological drawings form a part of the required work.

Complete the work during the first semester.

ELEVENTH GRADE:

PHYSICS.

Gage's Introduction to Physical Science. (Revised edition.)

This course consists of a careful study of the text book illustrated by experiments whenever it is possible.

Four recitations per week are required.

Complete Laboratory Course in Physics. Chute's Laboratory Manual is used for a guide.

Two consecutive recitation periods are used for this work, one day of each week.

Carefully prepared notes are required on Laboratory work performed.

GEOLOGY.

Shaler's First Book of Geology is used. Complete the book.

The work to supplement Physical Geography largely.

GEOGRAPHY.

A thorough review of Political Geography is required.

This work to supplement the work in History.

TWELFTH GRADE

CHEMISTRY.

Avery's Elements of Chemistry is taken as a basis. Complete the book.

The Laboratory method is followed.

Two consecutive recitation periods will be used for the laboratory work.

Careful note books are prepared on the work done by the pupil.

During the year the pupil is required to test for impurities in the drinking water of his neighborhood.

Qualitative Analysis of the simpler compounds.

HISTORY.

NINTH GRADE.

Complete the history used in the eighth grade and review the entire book.

Topic method is followed.

Current events are required.

Reviews of books read as supplementary are required to be written.

Special reference work on important topics. Geography taught in connection.

TENTH GRADE.

ENGLISH AND AMERICAN HISTORY.

Montgomery's History of England. Study American History in connection with English History where the two blend.

ELEVENTH GRADE.

CIVICS.

Mowry's Civil Government, Michigan edition, is completed during first semester.

Teach Michigan history in connection with its government.

TWELFTH GRADE:

GENERAL HISTORY.

Myer's supplemented with special reference on important topics.

RHETORICAL WORK.

Each pupil in the ninth or tenth grades will be required to learn and recite two declamations each year.

The declamations must be selected from standard literature from 200 to 400 words in length.

Each pupil in the eleventh and twelfth grades will be required to write and deliver two essays or orations each year. These essays or orations must be at least 500 words in length. Rehearsals must be given one week in advance of delivery.

BOOKS FOR HOME READING.

NINTH GRADE.

The Spy,	Cooper
Tales from Shakespeare,	Lamb
Uncle Tom's Cabin,	Stowe
A Man Without a Country,	Hale
Famous Americans,	Bolton
An Old Fashioned Girl,	Alcott
A Thousand Miles Up the Nile,	Edwards
Life of Lincoln,	Stoddard
Sesame and Lilies,	Ruskin
Julius Caesar,	Froude
The Scarlet Letter,	Hawthorne
The Lady of Fort St. John,	Catherwood
The Romance of Dollard,	" "
The Drummer Boy,	Trowbridge
The Boys of '61,	Coffin
My Days and Nights on the Battle Field,	" "
The Field, The Dungeon and the Escape,	Richardson

TENTH GRADE.

Myths of Greece and Rome,	Gueber
Life of Jefferson,	Morse
Vicar of Wakefield,	Goldsmith
David Copperfield,	Dickens
Child's History of England,	" "
Alexander Hamilton,	Lodge
Last Days of Pompeii,	Bulwer
Around the World in the Yacht Sunbeam,	Brassy
Rab and His Friends,	Brown
In Memoriam,	Tennyson
Ivanhoe,	Scott

ELEVENTH GRADE.

Michigan,	Cooley
Knickerbocker History of New York,	Irving
The Princess,	Tennyson
Critical Period of American History,	Fiske
Henry Clay,	Schurz
House of Seven Gables,	Hawthorne
Silas Marner,	Eliot
Autocrat of the Breakfast Table,	Holmes
Self Culture,	Clarke
Lorna Doone,	Blackmore
Yesterday with Authors,	Field
How the Other Half Lives,	Reiss
American Common Wealth,	Bryce

TWELFTH GRADE:

A Day in Ancient Rome,	Shumway
Vanity Fair,	Thackery
Utopia,	Moore
Heroes and Hero-Worship,	Carlyle
Ascent of Man,	Drummond
Hypatia,	Kingsley
A Crown of Wild Olives,	Ruskin
Conquest of Mexico,	Prescott
Romola,	Eliot
Florence,	Hare

TEXT BOOKS.

Arithmetic,	Hull,	9 grade
Arithmetic,	Franklin,	10 "
Mental Arithmetic,	Cook and Cropsey,	12 "
Algebra,	Milne's,	9 and 10 "
Algebra,	Wentworth's Higher,	11 and 12 "
Geometry,	Wentworth's Plane and Solid,	12 "
Book Keeping,	Ellis,	9 "
Grammar,	Reed & Kellogg, (Revised)	9 "
English Composition,	Chittenden,	10 "
Rhetoric,	Hill,	11 "
Literature,	Painter,	12 "
Botany,	Bergen,	10 "
Physical Geography,	Warren,	9 "
Physics,	Gage,	11 "
Geology,	Shaler,	11 "
Chemistry,	Avery,	12 "
U. S. History,	Thomas,	9 "
English History,	Montgomery,	10 "
Civil Government,	Mowry,	11 "
General History,	Myers,	12 "
Reading,	Selected,	9 "
Latin,	Jones,	9 "
Caesar,	Kelsey,	10 "
Cicero,	Harkness,	11 "
Vergil,	Allen & Greenough,	12 "
Latin Grammar,	" " or Harkness,	
German Reader,	Selected,	11 and 12 "
Reading,	"	10 "

Graduates of the Williamston High School.

CLASS OF 1880.

L. M. Kellogg, Supt.

Hattie Harvey (Williams),	Dell Williams (Branch),
Nellie Cochrane (Grattan),	Gussie Pulver (Jessop),
Lizzie Maynard (Waldo).	

CLASS OF 1881.

L. M. Kellogg, Supt.

Zida Kellogg (Toms),	Jennie Hoffman (Newman),
Amelia Hale,	Lola LaRue (Baker),
Minnie Beckwith (Brown).	Cliff Hartwell.

CLASS OF 1882.

G. F. Trowbridge, Supt.

Kate H. Mullett,	Etta Krumbeck.
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CLASS OF 1883.

M. Hanlon, Supt.

Alice Hitchcock (Tuttle),	Ione Shumway (Crossman),
Lucy Shaw.	

CLASS OF 1884.

M. Hanlon, Supt.

Ben B. Crapo,	Chas. Williams.
Archie Branch.	

CLASS OF 1887.

H. G. Hipp, Supt.

Tillie Hale,	Kate McMillan (Watkins)
Frank M. Toms, M. D.	

CLASS OF 1888.**Thos. L. Evans, Supt.****Grace E. Coad.****CLASS OF 1889.****Thos. L. Evans, Supt.****May Vanneter,
Merrit Vanneter,
Walter Riggs,****Edward Crossman,
Martha Mullett,
G. Herbert Curtis.****CLASS OF 1890.****John W. Stephens, Supt.****Myrtelle Wortley,****George King.****CLASS OF 1891.****Glen C. Lawrence, Supt.****Edward Stoffer,
Olive Andrews,
Vernon Cook,
Belle Watkins,****Theron Langford,
Myrtie Moore (Langford),
Elmer Hammond,
Roy Higbee.****CLASS OF 1892.****R. D. Briggs, Supt.****Adorf Krentel,
Christian Krentel,
Pearl Vanneter,
George H. Beardsley,****Fred Shadoin,
Jessie Thompson (Andrews),
May Walton,
Bertha Lounsbury.****CLASS OF 1893.****R. D. Briggs, Supt.****May Moyer,
Anna Schweitzer,
Floyd Bradley,
Sophie Jefferson.****Will C. Butler,
Ella Heron,
Lulu Jefferson,****CLASS OF 1894.****R. D. Briggs, Supt.****Alex Krentel,
Chester Murphy,
Bessie Acker (Hoxie).****Jay Beazan,
Fannie M. Cummings,**

